DOCUMENT RESUME

ED 269 321 SO 017 118

TITLE	Social Studies Curriculum Guide: Grade 5.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
REPORT NO	DS-Manual-2110-5
PUB DATE	May 84
NOTE	92p.; For related documents, see SO 017 113-125.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Civil War (United States); Colonial History (United States); Concept Formation; Curriculum Guides; Geography Instruction; Grade 5; Intermediate Grades; Learning Activities; Modern History; Outcomes of Education; Revolutionary War (United States); Sequential Approach; Skill Development; *Social Studies; *United States History; Units of Study
IDENTIFIERS	Dependents Schools

ABSTRACT

An outline of the knowledge and skills to be taught at grade five in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade five, American geography and government, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days appropriate for classroom coverage is also provided. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade five, the areas of study covered are: a geographic review of the United States, early history, colonial history, the American Revolution, the New Nation, the period of national conflict, and 1876 to the present. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SOCIAL STUDIES

CURRICULUM GUIDE

ED269321

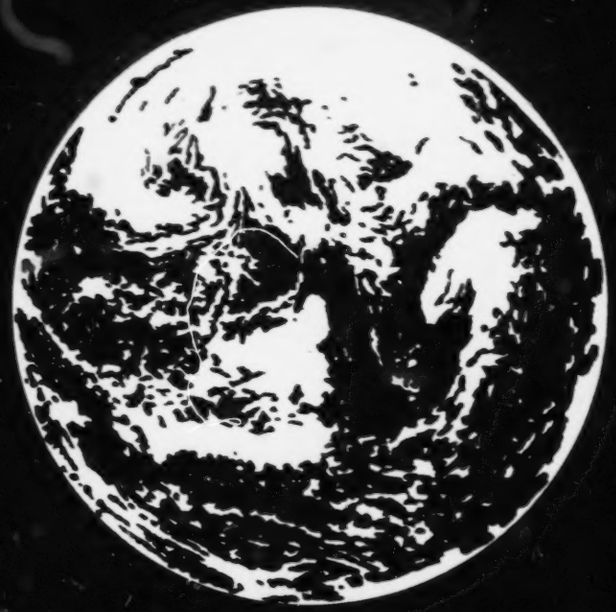
DS Manual 2110.5
MAY 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



SP017118

GRADE 5

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

GRADE FIVE (American Geography and History)

Instructional time for fifth grade social studies should be approximately 210 minutes per week. Several goal areas which combine skill areas and historical periods by using a chronological narrative approach are included. The suggested study of historical periods by marking periods are as follows: within the first nine weeks, study the discovery and exploration of the Western Hemisphere by European explorers, the early Native American; early colonial settlements from Jamestown through the building of the original 13 colonies; winning independence during the American Revolutionary times; and the building of the first United States Constitution. Throughout the period concentrate heavily on study of important geography concepts. At the end of the marking period, highlight the studies with a general time and place overview.

During the second marking period, study the accomplishment of "Manifest Destiny" from the adventures across the Appalachians, the Great Plains, the Rockies, etc., plus the acquisition of Louisiana Territory, Florida, Oregon Country, and the Spanish Southwest by the United States. Throughout the nine weeks, study maps which represent changes in growth - basic geography, population density, and industrial maps. Also include a general time and place overview to highlight the end of the marking period.

During the third nine weeks study the changes which occured in the country's growth during national development, the Civil War Reconstruction and the beginning changes of our country from an agricultural economy to an industrial one. During this period, place emphasis on a study of the extension of human rights. Conclude the study again with a general time and place overview.

During the fourth nine weeks study the uniting of the country and the development of transportation and communication systems. Also study basic concepts of local, state, and national governments. Again, throughout the period study important geography concepts.

In the suggested study skills areas, concentrate on reading and library and research skills; writing speaking and listening skills; maps, charts, reading skills, and some skills involving critical thinking and problem-solving activities. Every effort should be made to include host nations influences and relations with the United States during the periods studied. The elementary literature guide, Literature: A Quest for Life, has been designed so that the literary themes coordinate with the approximate social studies focus at each grade level.

ACKNOWLEDGEMENT

The following educators assisted in the development of the Social Studies Guides and Syllabi for the Department of Defense Dependents Schools:

Linda J. Armstrong
Royal Oaks Elementary School
APO New York 09283

Ralph Blake
Woodbridge High School
APO New York 09405

Yvonne Bolling
DoDDS-Mediterranean
APO New York 09283

Betsy Broyles
Curundu Elementary School
APO Miami 34002

Patsy Coats
Patch High School
APO New York 09131

Alice Craft
Chelveston Elementary School
APO New York 09238

Emanuel Davatelis
Ramstein Junior High School
APO New York 09012

John P. Dawson
Kadena High School
APO San Francisco 96239

Donald E. Denmead
Lily Hill Middle School
APO San Francisco 96274

Michael Duff
Illesheim Elementary School
APO New York 09140

Emma Espinoza
Fairford American School
APO New York 09125

Larry Getz
Schwaebisch Hall Elementary School
APO New York 09025

George Grantham
DoDDS-Germany
APO New York 09633

Dorothy Hauser
Fort Gulick Elementary School
APO Miami 34005

Anastasia Kapitulik
Fort Gulick Elementary School
APO Miami 34005

Marvin G. Kurtz
Office of Dependents Schools
Alexandria, Virginia 22331

William LaClair
Kaiserslautern Elementary School #2
APO New York 09012

Robert L. Lawry
Seoul High School
APO San Francisco 96301

Tom Lloyd
Hahn High School
APO New York 09109

Robert Lykins
DoDDS-Germany
APO New York 09633

Karen Metrogen
Schwaebisch Hall Elementary School
APO New York 09025

Marilyn Newman
John O. Arnn Elementary School
APO San Francisco 96343

Diana F.C. Palmer
Munster Elementary School
APO New York 09078

Deborah Pitts
Soesterberg Elementary School
APO New York 09292

Virginia Revelle
Bitburg High School
APO New York 09132

Mary P. Short
Howard Elementary School
APO Miami 34001

Tom Tobiason
Giessen Elementary School
APO New York 09169

Elaine E. Vardakis
Iraklion Elementary/
Junior High School
APO New York 09291

Leland Walbruch
Pirmasens Middle School
APO New York 09189

Glenda Werner
Wuerzburg High School
APO New York 09810

Gary Westhusin
Ansbach High School
APO New York 09326

Sam D. Wright
Balboa High School
APO Miami 34002

Anne Young
Munich Elementary School
APO New York 09184

HOLIDAYS AND SPECIAL DAYS

Holidays and special observance days are an important part of the elementary social studies program. Listed below are some of the days which might be included in your curriculum plans. The holidays or special days are listed by month since the specific day may change. This list is not all inclusive and there may be other days which should be included.

SEPTEMBER

Labor Day
Citizenship Day
Grandparents' Day
American Indian Day and Week
Hispanic American Week

OCTOBER

Columbus Day
United Nations Day
Halloween

NOVEMBER

Veterans Day
Election Day
Thanksgiving Day

DECEMBER

Human Rights Day
Hanukkah
Christmas

JANUARY

New Year's Day
Martin Luther King's Birthday

FEBRUARY

Abraham Lincoln's Birthday
Presidents Day
George Washington's Birthday
Black History Month

MARCH AND APRIL

Passover
Easter
National Volunteer Week

MAY

V-E Day
Mother's Day
Memorial Day
Asian/Pacific American Week

JUNE

Flag Day
Father's Day
Children's Day

JULY

Independence Day

Grade Level: 5

Marking Period: 1st

Suggested Time Frame: 1 week

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
I. Geographic Review of the United States A. Regions of the United States B. Landforms in the United States C. Climates in the United States D. Natural Resources E. Agricultural and Industrial Maps F. Learn the 50 states and their locations.	1. Explain and identify: hemisphere, poles, equator, continents, oceans, meridians, latitude and longitude, and time zones. (GEOGRAPHY) 2. Compare global and flat maps and be able to recognize the distortion of maps. (GEOGRAPHY) 3. Use a map of the United States to identify and locate physical features: states, cities, and regions. (GEOGRAPHY) 4. Use the globe and atlas. (GEOGRAPHY) 5. Use an insert map. (GEOGRAPHY)	Chap. 1, 2	Chap.* 6	Chap. 2	Chap. 1	The following activities are written to objectives and do not necessarily correlate to content for they are skill rather than content-oriented. 1. Distribute two blank representations of a global map, one of western half of world, one of eastern. Discuss that this is the view one would have of earth if viewed from space. a. Refer to political maps and globes and label: land and water masses, the poles, equator, North, South, East, West. b. Also introduce and define: globe, global map, hemisphere, poles, equator, continent, oceans. 2. Distribute two blank representations of a global map - one to explain and identify latitude, the other, longitude. a. On the latitude map, label and discuss: North and South pole, equator, arctic and antarctic circle, tropics of cancer and capricorn. Enter and explain degrees measurement system for each of the locations. This may be expanded to identify and label high, middle, and low latitude regions. b. On the longitude map, label and discuss: North and South pole, equator, prime meridian. Continue entering degrees measured east and west of prime meridian (0°, 20°, 40°, etc.).

*Note: No separate geography unit covered; intermixed throughout the book according to units.

Grade Level: 5

Marking Period: 1st

Suggested Time Frame: 1 week

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
I. Geographic Review (Cont.)						c. Conclude the activity by referencing a political map of United States and locating states and cities by latitude and longitude. 3. Distribute a flat map projection of North America. Compare it to the global map on which the land and water masses were labeled in Activity 1. Then: measure length and width of Michigan on both maps; measure width of North America; locate and compare the location of Newfoundland on both maps; locate and compare the location of California in relationship to Indiana on both map projections. 4. Reference a flat political map of the United States upon which land forms are color-coded and identified as plains, high plains, plateaus, hills, and mountains. Divide the class into teams and play a twenty questions type game - i.e., Which major city in Arizona is located near to the same latitude as El Paso? Which state is surrounded by a "necklace" of rivers? Through which states (North to South) does the Mississippi flow? 5. Use an atlas to answer the following: a. What kind of a map would help you locate Billings, Montana? b. What is the highest mountain in the United States? c. How long is the longest river in the United States? d. How many people live in North Carolina?

Grade Level: 5

Marking Period: 1st

Suggested Time Frame: 1 week

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
I. Geographic Review (Cont'd)						e. About how many inches of precipitation does Minnesota receive annually? 6. Select an imaginary route across the United States Prepare a scrapbook which might include hand-drawn illustrations, magazine clippings, or "diary entries." Prepare in the sequence the route one would travel. Main cities, mountains, and rivers should be mentioned. 7. Provide students with an outline pattern from which they should trace the continental United States onto a large piece of tag board. Direct them to use a map and enter political boundaries of the states and label them. (Capitals, too!) Now cut out the states. Use for practice to learn names and location by size and shape. Teacher must quiz regularly until mastery is achieved.

Grade Level: 5

Marking Period: 1st

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
II. Our beginnings from pre-Columbian times to the first immigrant settlements A. European explorers explore North America 1. Explorers from various nations came early (Iceland, China, Vikings) 2. Reasons for exploration change and countries exploring are different a. Spain/Portugal b. England, France, Holland	1. Infer how lands and climates influence development of trade and travel, routes, explorations, and settlement. (GEOGRAPHY) 2. Know how to make a report using outside sources. (SKILLS)	Chap. 2 and 3	Chap. 1	Chap. 3, 4, 5	Chap. 2, 3, 4, 5.	1. Write a diary entry for a day in the life of an explorer. 2. Make a brief report of what was happening in the host nation at this period of time. What kind of government existed? What kinds of conditions existed for the people living in the host nation at this time.

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. Contributions of various European explorers 1. Explorers and their roles 2. Positive contributions 3. Negative contributions a. Disease b. New cultures destroy old ones	3. Identify the influence of the arts of all cultures in American society. (ANTHROPOLOGY) 4. Make use of a simple outline. (SKILLS) 5. Identify and analyze groups in relation to clothing, foods, language, and recreation. (SOCIOLOGY)					1. Arrange for the students to work in pairs. Ask one member to write a short biographical sketch of their favorite explorer and the other to illustrate some part of the sketch. Encourage the authors and illustrators to do outside research on the explorers background. Have a committee of volunteer students check the sketch and pictures for accuracy and interest. Combine the finished entries in a class book. 2. Develop a simple class outline using knowledge of five explorers studied listing such areas as origin, date, routes, etc. 3. Divide the class into small research groups. They are then to develop a poster depicting language, food, dress, housing, etc. for their country. Their country will be that of a major explorer.

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Native Americans in North America 1. Origins 2. Settlement at time of Explorers 3. Cultural traits 4. Contributions to the U.S. culture	6. Use reference materials. (SKILLS) 7. Identify various cultural groups. (ANTHROPOLOGY) 8. Locate places of historical significance. (GEOGRAPHY) 9. Differentiate between cultural and physical anthropology. (ANTHROPOLOGY) 10. Compare information about a topic drawn from two or more sources. (DECISIONMAKING)			Chap. 3		1. Bring in illustrations from books that show Indians from the past. Try to explore the diversity of Indian cultures. Identify their contributions to our society. 2. Ask students to use the library, magazines, or personal knowledge to find examples of American Indian art in American society. Let the class pool their data to identify the influence of American Indian arts on American society. Develop a mural. 3. Select a group of Indians studied. List their physical traits. Next list their cultural traits. The same comparisons could then be done with other groups of Indians, immigrants, or present day peoples, to develop the concept further. 4. Ask each student to locate and label early settlements on a large class map. The teacher could then develop a learning bulletin board surrounding the labeled map with illustrations of the early settlements.

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
III. Colonial Period (1607-1775) A. Colonization of America 1. Reasons for colonization (religion, trade, expansion) 2. Areas settled by various nations and reasons a. Spain b. England c. France d. Holland e. Sweden	1. Use reference materials. (SKILLS) 2. Make logical estimations on the basis of available information. (SKILLS)	Chap. 5	Chap. 2	Chap. 6 7, 8	Chap. 4, 5	1. Complete the following chart to show some reasons for colonization. Country / Explorer / Reason To Explore / Colony 1. Spain 2. France 3. England 4. Netherlands 2. Chart the following on a time line: Mayflower Compact, Columbus reaches America, Jamestown, Leif Erickson reaches America, Mass. Bay Colony, Rhode Island Colony, St. Augustine. Now in chart form tell: date of event, reason for it, results of it. 3. Use an atlas to tell what percentage of the following groups were the Americans in 1775. -English, Irish-Scotch, African, Germans, others. An activity for the host nation would be to study the history of the host nation during the same time period.

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. Locating a Colony 1. Geographic considerations 2. Economic considerations	3. Use the globe and atlas. (GEOGRAPHY)					1. In an atlas or other reference, find the approximate population of the colonies in 1775. Now on the globe, find their locations. List two ways in which they were all alike geographically. Provide, or have students locate information about people from the host nation who may have emigrated to America. They should try to determine the reasons why people emigrated.

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Immigration in Colonial Times 1. Some came for safety 2. Some came for new opportunities 3. Some were brought against their wills	4. Explain the reasons why people immigrate to and emigrate from the United States (ANTHROPOLOGY) 5. Infer how lands, climate, etc., influence development of trade and travel, routes, exploration, settlement, etc. (GEOGRAPHY)					1. Imagine that you are a member of one of the groups of immigrants mentioned in the text. You are about to leave for America. Write a letter to a friend in America giving major reasons why your immigrant group will leave its old country and travel to America. The letter should include (in the upper right-hand corner) your street address, city and country, and date. In the upper left-hand corner of the envelop, write your name, street address, and city and country. In the center, write the name of your friend, his or her street address, and the city and state in the United States. 2. Imagine that you are the same young immigrant who wrote why you are leaving for America. Now write your friend another letter. In this one, tell him the major problems you and your immigrant group have had to face in the United States. 3. On a world map, locate the colonies in the New World. Discuss the probable route of the first explorers. Research to find out: a. Why was it colonized? b. How long did it take before they had developed a successful (economic) colony? c. How did the climate affect their efforts? d. Did the location of the colony influence the development of trade in the area or the exploration of neighboring areas?

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
D. Mayflower and the Pilgrim Fathers	6. Locate places of historical significance. (GEOGRAPHY)					1. Locate Jamestown on a map. a. Do you suppose this became a settlement by plan or accident? b. In what present day state is it located? c. On what bay? d. What other historical names do you see in this area? Why are they historical?

30

31

Grade Level: 5

Marking Period: 1

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. Life in New England, Middle, and Southern Colonies 1. History 2. Economic growth 3. Life in the colony	6. Explain how societies arrive at rules. (POLITICAL SCIENCE) 7. Compare daily life in the colonies with England. (HISTORY)			Chap. 8		1. Select a colony from the New England, Middle or Southern group. Write a letter to your cousin in England telling about: school, church, chores, what you do for fun, how your father earns a living, a typical meal you might have, and anything else he/she might find interesting. 2. Write a one page paper about rules and government in the colonies. Include the following terms: burgesses, royal colony, proprietary colony, proprietors, council, self-government, assembly, governor.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
IV. American Revolutions (1754-1763-1783) A. England and U.S. Colonies Grow Apart 1. Differences in government 2. Differences in outlook and culture	1. Explore an issue with objectivity. (DECISIONMAKING) 2. Know how to make a report using outside sources. (SKILLS) 3. Make logical estimations on the basis of available information. (SKILLS) 4. Know how to work on a committee and know compromise is a means of problem solving. (SKILLS) 5. Recognize the differences and coverage of publications. (SKILLS) 6. Use discrimination in reading and problem solving. (SKILLS) 7. Explain difference between rights and duties. (POLITICAL SCIENCE) 8. Know how to make a report using outside sources. (SKILLS) 9. Interpret information and note limitations of data. (DECISION-MAKING)	Chap. 10	Chap. 2	Chap. 9, 10	Chap. 6	1. Divide the class into two groups. The groups will represent the English viewpoint and the colonists' viewpoint. Each group will form smaller subgroups to research: differences in government, economy, industry-business, outlook and culture. 2. Tell the class that they are going to all be in an imaginary colony. Ask each student to develop a list of what he/she feels should be his/her rights and another list of duties. Then discuss the comparison in the group, drawing from them that in most groups there are conflicts and agreements on rights and duties of individuals within groups. 3. The teacher can follow-up the above activity with a comparison of rights and duties of the English as opposed to the colonists. 4. The teacher could offer two positions: one of the English king and one as head of a colony. Each student could then select the viewpoint he wants to support and develop a declaration. 5. Have pupils make diaramas depicting events in the pre-Revolution period. 6. Have pupils arrange these events in order: a. Parliament repeals the Stamp Act. b. The Stamp Act is passed.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
IV. American Revolutions (cont.)	10. Locate places of historical significance. (GEOGRAPHY)					c. The Sons of Liberty dump tea into Boston Harbor as a protest against the Tea Tax. d. Parliament puts a tax on tea. e. Parliament punishes the colonists for the Boston Tea Party by passing the Intolerable Acts. Make a brief study of the relation between the Colonies and the host nation. Study about individuals from the host nation who might have supported the Colonial Army or the British. 7. Do research and prepare oral reports on one of the following: a. Sons of Liberty b. Boston Massacre c. Boston Tea Party d. First Continental Congress e. Samuel Adams f. Committees of Correspondence g. George III h. Patrick Henry 8. For further research on the revolution, make a map showing the sites of the major battles of the war. Number the sites in the order the battles occurred. 9. Make a brief study of the relation between the Colonies and the host nation. Study about individuals from the host nation who might have supported the Colonial Army or the British.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. European Wars Come to America 1. Exploration-expansion causes friction 2. French and Indian War 3. Paying for the war	11. Discuss use of lands, harbors, river systems, etc. (GEOGRAPHY) 12. Use discrimination in reading and problem solving. (SKILLS) 13. Infer how lands and climates influence development of industry, population, density, trade and travel, routes, exploration, and settlement. (GEOGRAPHY) 14. Recognize propaganda techniques. (SKILLS) 15. Recognize the differences and coverage of publication. (SKILLS)					1. Using a map; trace the expansion of the United States into foreign controlled areas. Give reasons why the U.S. wanted these areas (rivers, harbors, land, etc.) 2. Have the children color a map to familiarize them with foreign controlled areas: French, Spanish, etc. 3. On a large wall map of the United States have the students make symbols and attach them to the map. The symbols should represent reasons why the United States wanted rivers, harbors, and land belonging to other countries. For example, on the land they might make animals representing fur, products from farming the land, use of the rivers for transportation and fishing. 4. Ask the students to imagine themselves as children of the colonists or of Indians during the French and Indian War. Have the students write a diary entry in which they describe the fighting and how they feel about it. 5. Have the students make a map that shows the land that was won from the French. Use colors to represent different areas. Show the Mississippi and Ohio rivers. Materials for the map might be paper mache, colored sand, Plasticine, or construction paper.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. European Wars (cont.)						6. Ask the class to list some ways that disputes over territory can be settled without war. Have them use newspapers and back issues of magazines to find examples of territorial settlements that avoided war.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Causes of the American Revolution 1. Taxation 2. Representation	16. Distinguish facts from hypotheses, opinions, etc. (DECISIONMAKING) 17. Analyze and evaluate various methods for resolution of conflict in United States history. (HISTORY) 18. Use discrimination in reading and problem solving. (SKILLS) 19. Know the difference between rights and responsibilities. (POLITICAL SCIENCE)					1. Two people can look at an event and see totally different things. Suppose that you are a newspaper reporter and you have the privilege of interviewing the King of England to inquire about his viewpoint on taxation (stamp, tea, etc.). You also will interview a colonist to get his viewpoint on taxation. Record in a newspaper article the different views they would have reported.

42

43

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
D. Early Stages of the Revolution 1. Boston Massacre 2. Boston Tea Party 3. First Continental Congress 4. Lexington-Concord	20. Locate places of historical significance. (GEOGRAPHY) 21. Recognize that different situations call for different forms of action. (DECISION-MAKING) 22. Identify primary and secondary sources of historical information. (HISTORY)					1. If you were given an assignment to write a report on the life of a famous American, you would need certain primary and secondary sources of information to help you in your research. List with the class, sources of information and discuss their character: primary or secondary; i.e., a diary, letters, biography, records - birth, death, marriage, etc. 2. Follow up the above activity by having the class research and write a report using primary and secondary sources of information.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. The American Revolution (1776-1783) 1. Governmental decisions 2. Home front 3. Battle front 4. Social problems (Tories-Patriots) 5. Peace	23. Know that feelings are often responses to situations associated with people. (PSYCHOLOGY) 24. Recognize differences and coverage of publications. (SKILLS) 25. Interpret information and note limitations of data. (DECISION-MAKING)					1. Divide the class into two groups. Have one group represent sent the English and the other, the colonists' point of view. Each group is to develop a small newspaper - made of each child's article. The articles should discuss various aspects of the country and war: battles, home front, governmental decisions, and social problems. Both papers could then be read and to displayed to learn about the two viewpoints. 2. Read to the students the poem "Paul Revere's Ride" by Longfellow. Divide the class into small groups or pairs and have each make a series of pictures based on the poem. 3. The students may want to make a bulletin board demonstrating ways we still honor George Washington. The display could include: money-dollar and quarter, names of state, cities, and colleges, pictures of monuments, etc. 4. Present the Declaration of Independence for reading and understanding. Then, select one idea from the Declaration and have the children write why the idea would inspire people. 5. Have the students write a newscast that describes the Battle of Trenton. 6. Have the students draw a mural showing a battle in the war. Have it depict various problems both sides faced during the war.

Grade Level: 5

Marking Period: 2nd

Suggested Time Frame: 5 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. The American Revolution (cont'd)						7. Have the students write a month-by-month diary of the American Revolution's most important events. They should begin with Lexington and Concord. Students should use many library sources to gain better practice and knowledge. 8. Have the students compose a short song, verse, or story that could offer cheer and rally the spirits of the American soldiers. They could then illustrate their work and share it with the class.

Grade Level: 5

Marking Period: 2

Suggested Time Frame: 4 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
V. New Nation (1781-1850) A. Forming a New National Government 1. Articles of Confederation fail 2. Constitution Developed a. Reasons needed b. The writing process-compromise c. States, vs national power d. The structure of the Constitution 3. Washington elected President 4. Political parties form	1. Know how to work on a committee and know compromise is a means of problem solving. (SKILLS) 2. Know how to make choices wisely. (DECISIONMAKING) 3. Know the basics of making and debating a motion. (SKILLS) 4. Explain the process and purpose of elections. (POLITICAL SCIENCE) 5. Demonstrate ability to fill in a written ballot and to make a write-in. (POLITICAL SCIENCE) 6. List qualifications for elected offices. (POLITICAL SCIENCE) 7. Distinguish between elected and appointed offices. (POLITICAL SCIENCE) 8. Explain importance of participating in the voting process. (POLITICAL SCIENCE) 9. Define Congress, Presidency, and Supreme Court. (POLITICAL SCIENCE)	Chap.6	Chap.2	Chap. 2 11, 12, 13, 14	Chap. 6 9, 10	1. The teacher may choose to organize a class minigovernment. Practice and experience can be gained in: learning to nominate, listing qualifications, making a motion, and other areas of parliamentary procedure, voting, written ballot, committee work, and rule making. Much experience can be gained by learning the function of a government through the formation of a class minigovernment. 2. Have the class pretend that they have just arrived in a new land. They are the only ones living there. One of the first necessities would be the formation of a new government. They must write a constitution. They must decide: 1. What would the new government do? 2. How would you divide up the work of the new government? 3. Who would make and enforce the laws? After the class has finished, have them compare their constitution to the U.S. Constitution. Compare the differences and similarities 3. Direct the students to make illustrations showing freedom of religion, speech, press, and assembly.

Grade Level: 5

Marking Period: 2

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. Growth and Expansion West 1. Over the Appalachians 2. Improved transportation 3. Conflict with Native Americans 4. Exploration farther west	10. Analyze the factors contributing to the territorial expansion of the United States. (HISTORY) 11. Use of political maps. (GEOGRAPHY)	Chap. 11	Chap. 8	Chap. 13	X	1. On a wall map, using a paper train, trace the route of the eastern railroad and western railroad. Label the starting points and the meeting points and the dates of the events. 2. Using the above activity, have the children write short phrases that can be attached to the train and displayed. The phrases should be things the West provided the East, and things the East provided the West. 3. Imagine that you took the transcontinental railroad to the West. You are going there in hope of farming what people called the "Great American Desert." Write a letter to a friend back East, in which you describe why you went to the West and the problems you found there. 4. Divide the class into several groups. Assign each an Indian group: Pueblo, Woodland, Sioux, etc. Have each group depict the native house of their Indian group. Lead pupils to the realization that environment affects the life-style of a given group of people. Help pupils arrive at the generalizations that a group's life style and level of technology are in part determined by the natural environment of that group. Some information about the American Indian can be requested from: United States Department of Interior Bureau of Indian Affairs Washington, DC 20245

Grade Level: 5

Marking Period: 2

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Growth of Nationalism (Sea to Shining Sea) 1. Louisiana Purchase 2. Florida 3. Oregon 4. Conflict with other nations	12. Recognize propaganda techniques. (SKILLS) 13. Distinguish facts from hypotheses, judgments, or opinions. (DECISIONMAKING) 14. Explore an issue with objecti vity. (DECISIONMAKING) 15. Know how to make choices wisely. (DECISIONMAKING) 16. Explain the reasons why people immigrate to and emigrate from the United States (ANTHROPOLOGY)	Chap. 8	Chap. 9, 10, 11	Chap. 12, 13, 14	X	1. Have the children pretend that they are President Thomas Jefferson. Tell them that they must write a speech listing the reasons why they feel the United States needs to purchase the Louisiana Territory. 2. When Lewis and Clark asked Sacajawea what the territory was like, she gave them much information. She described the land, plants, animals, hunting, people, and weather. Have the children write Sacajawea's answer to Lewis and Clark. 3. Have the children write a few sentences telling why Lewis and Clark's journey was important. 4. List six states that are part of the territory that the United States gained from the war with Mexico. Have the children make a class list of the natural resources, people, and other benefits of the land gain. 5. Have the students research and prepare oral reports describing "trails" (Oregon trail, California trail, Mormon trail, and the Santa Fe trail). Ask students to learn about the people who used these trails and why.

Grade Level: 5

Marking Period: 2

Suggested Time Frame: 4 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
D. Growth of Sectionalism 1. Geographical reasons 2. Economic reasons 3. Anti-slavery movement	17. Discover hidden or implied meanings. (DECISIONMAKING) 18. Describe the changing concepts of freedom in historical development of the United States. (HISTORY) 19. Trace the role of decisionmaking in the development of local, state, and national government. (HISTORY)	Chap. 4	X	Chap. 15, 16	X	1. Make a picture chart showing the main cash crops before and after the invention of the cotton gin. Have the children explain why cotton was a good cash crop. 2. Name two ways that Whitney's invention changed history. The cotton gin helped plantation owners. The owners grew more cotton forcing the need for more slaves. Because cotton made the soil infertile, it forced the cotton farmers to expand to the west (Mississippi, Louisiana, and Alabama). 3. Ask students to group into states of the old South. Have each group develop a product map showing present-day cash crops. Also show the manufacturing and industry that are an important part of the state's economy. 4. Write a diary entry for the day in the life of a slave of the old South. Then, write a diary entry for that slave's grandchild, a freedman after the Civil War. Next, write a diary entry for his descendant in modern America. 5. Make a chart that compares: social life, education, kinds of work done by the slave, his owner, and the small farmer of the North. 6. Discuss the meaning of compromise. (The discussion may be more meaningful after reading about the Missouri Compromise.) Then identify a contemporary local, state, and national issue and trace the role of compromise in decisionmaking.

Grade Level: 5

Marking Period: 3

Suggested Time Frame: 9 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
VI. Period of National Conflict (1840-1865) A. From Slavery to Freedom 1. Reasons for slavery 2. History 3. Abolition	1. Recognize propaganda techniques. (SKILLS) 2. Describe important U.S. historical documents and their impact. (HISTORY) 3. Infer how lands, climates, etc., influence development of industry. (GEOGRAPHY) 4. Analyze the impact of the institution of slavery on society. (ANTHROPOLOGY)	Chap. 10	Chap. 12	Chap. 15, 16	Chap. 8, 9	1. Find five ways in which slavery made the South rich. Now pretend you were living in Wisconsin. List ways in which you feel slavery is unfair competition to you. 2. Slavery was not illegal prior to the Emanicipation Proclamation. List reasons why or why not you would have been willing to help slaves escape through the underground railroad. 3. Complete a chart of two columns comparing ways in which the North and South developed in different ways between 1790-1860. Pay special attention to the factors of: resources, climate, geography, and available labor. 4. Pretend you are a plantation owner. Write a letter to the President expressing your feelings about the growing opposition to slavery in the North. Stress the economic necessity of slavery if the Southern economy is to remain prosperous.

58

59

Grade Level: 5

Marking Period: 3

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. The Civil War 1. Causes 2. Years of war a. Political scene b. The home front c. The battle front d. Peace	5. Describe the changing concepts of freedom in the historical development of the United States. (HISTORY) 6. Know how to utilize paraphrasing in note taking. (SKILLS) 7. Know how race, culture, economics, and religion may influence an individual's self-concept. (PSYCHOLOGY)			Chap. 17		1. Trace an outline map of the United States. Insert political boundaries. Use one color to shade in states which remained loyal to the Union; another for those which didn't. On the back of the map complete a two-column chart listing advantages the North had at beginning of war and those the South had. Answer the question, which side do you think will win? Why? 2. Develop a time line entitled the Development of Freedom and Civil Liberties in the United States. Enter such items as: Civil Rights Act of 1964, Emancipation Proclamation, Abolitionists call for end of slavery, Civil War begins, Dred Scott decision, women get the vote, all adult white males get vote, Lee surrenders, Douglas buys freedom, Martin Luther King's "I Have a Dream..." speech. Make at least 16 entries on your time line. 3. Select a student to play Martin Luther King addressing the Association of Baptist Ministers of Houston, Texas in 1960. The rest of the class will be and should respond as the ministers might have.

Grade Level: 5

Marking Period: 3

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. The Civil War (cont.)						4. Adapt this activity to any passage or section in the text to provide practice in paraphrasing or writing summaries. Read Chap. 10, A Nation Divided and Reunited, in The American People (American Book Company, 1982). This chapter describes the ways the northern and southern states differed before the Civil War. Paraphrasing helps you see the information quickly and is a short summary of a longer work. Paraphrasing includes only the most important facts. For example, a summary or paraphrased version of how the North differed from the South could be written like this: Industry was growing in the North. Factory owners wanted high tariffs so they could make greater profits from their products. The North did not have large plantations or slaves to work the fields. Many Northerners wanted to keep slavery from spreading into the new states and territories. Others wished to abolish it everywhere. Now, have the children write a paraphrased version of what the South was like before the Civil War and how it was different from the North.

Grade Level: 5

Marking Period: 2

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Reconstruction	8. Identify the contributions of the various ethnic groups in America. (ANTHROPOLOGY) 9. Know the basic function of government at the city level. (POLITICAL SCIENCE) 10. Identify various cultural and social economic groups. (ANTHROPOLOGY) 11. Know that feelings are often responses to situations associated with people. (PSYCHOLOGY)			Chap. 18		1. Atlanta has been destroyed and you are to design the new city. How would you distribute the land for businesses, parks, home, schools and trash dumps. Make a map with a key designating land use. 2. President Johnson is hosting a reconstruction potluck luncheon. He has invited an equal number of representatives from the states which remained loyal to the Union and those which did not. Half the class should represent one group and half the other. Each person should bring a dish representative of his or her region or heritage and mix and mingle discussing plans for reconstruction. 3. Have each class member identify his/her ethnic heritage. Research to find an American of similar ethnic background who has made a notable contribution in some field. Make an oral report to the class. 4. Ask students to assume the roles of Abraham Lincoln and Jefferson Davis in the last months of the war. Have another student interview them on their personal feeling about how to bring the nation together again when the war finally ends.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
VII. Modern National Development and Changes (1876-Present) A. A Nation of Immigrants 1. Reasons for immigration 2. Cultural contributions	1. Identify the contributions of the various ethnic groups in America. (ANTHROPOLOGY) 2. Use discrimination in reading and problem solving. (SKILLS) 3. Describe the impact of immigrants on American culture. (HISTORY) 4. Describe and analyze city life in various geographical and historical locations. (HISTORY) 5. Translate information from maps and globes into graphs. (GEOGRAPHY) 6. Describe the modifying influences of immigration on culture. (ANTHROPOLOGY)	Chap. 11, 12	pp. 161, 184-185, 263	Chap. 19, 20, 21	Chap. 11, 12 13, 14, 16, 18	1. Use an atlas to complete a chart showing the number of immigrants who came from: Great Britain, Russia, Germany, Italy, Ireland, and Scandinavia between the intervals of 1820-29, 1830-39, 1840-49, 1850-59, 1860-69, 1870-79, 1880-1889, 1900-1909, 1910-1919. 2. Locate these countries on a map. Make a bar graph to illustrate the above information. 3. Use reference material to find one immigrant from each of the countries mentioned in Activity #1. Write a brief paragraph telling a cultural contribution each made to America. 4. After researching, write a one-page paper describing a street scene in New York City in 1900. 5. Select any major city on the East Coast of the United States. Be prepared to give a talk of ten minutes in which you discuss the historical and geographic factors which contributed to making it a major city. 6. Include a study of the contributions of ethnic/cultural individuals and groups in the development of the United States. 7. Attempt to find information about the progress and development in the host nation and draw comparisons.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. Industrialization 1. The railroads 2. The last frontier 3. Continued conflict with Native Americans 4. Inventions and progress	7. Compare and contrast causes and effect. (DECISIONMAKING) 8. Infer how lands and climates influence development of industry, population density, settlements, etc. (GEOGRAPHY) 9. Identify factors which transferred the United States from an agricultural to an industrial nation. (HISTORY) 10. Explain how the market determines the goods and services to be produced. (ECONOMICS) 11. Define scarcity, geographic, and occupational specialization, and the market. (ECONOMICS)		Chap. 10, 11, 13	Chap. 20		1. For railroad activities see Section V, B. "Growth and Expansion West." 2. Make a poster encouraging cowhands to move west. 3. Write a want-ad for the Cock Ranch on the Chisholm Trail for cowhands. Stress the salary and necessity on the job due to the demands from the East for western beef. 4. Draw a picture of two trains, one heading east, one west. Each train has three cars. Label each car with things the East provided the West, and the other with goods the West provided the East. 5. Take the Transcontinental Railroad west. Write a letter back East in which you describe why you went to the West and the problems you found there. 6. List inventions which were developed between 1860 and 1910 which transformed the United States from an agricultural to an industrial nation.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. Industrialization (cont.)						7. Changing Farms and Cities - Identify which statements were true of farming in early 1800's and which are true now: (a) chemical fertilizers used, (b) grain cut by hand, (c) tractors pull farm machines, (d) combines used, (e) 75 out of 100 workers are farmers, (f) horses pull farm machines, (g) soap made on farms, (h) crops sprayed from planes, (i) most farm products are sold, (j) machines powered by electricity.

70

71

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
VIII. Modern National Development and Changes (1890 to the Present) A. Imperialism-Beyond Our Continental Borders 1. Reasons for 2. Alaska 3. Hawaii 4. Spanish American War	1. Analyze demographic trends related to economics, social welfare, cultural programs, education, and transportation. (SOCIOLOGY)	Chap. 13, 14, 15, 16, 17, 18	Chap. 14	Chap. 22 23, 24	Chap. 16, 17, 18, 19, 20	1. In the middle part of the 20th century, the populations of Alaska and Hawaii have grown greatly despite a very high cost of living there. List five desirable things about living in either of those states. List five undesirable things. 2. Read the section in the text about the Spanish-American War. a. List all the reasons stated for becoming involved in that conflict. Identify those that might have been propaganda reasons. Why? b. List what the United States "won" from Spain. 3. Compare and contrast the reasons for American expansion into Alaska and Hawaii. 4. Write a news release entitled "Maine Sunk in Havana."

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
B. Involvement in European Problems 1. World War I 2. Wilson and Peace			p. 193			1. End of U.S. neutrality. Draw a cartoon showing three figures representing the Allies on one side, the Central Powers on the other, and "Uncle Sam" is the middle trying to do a balancing act between them. Neutrality ended. List three reasons why under the cartoon. Then define Alliance-neutrality. What do you think were the feelings of newly arrived German immigrants in the United States when it became known to them that the United States had declared war on Germany. 2. Impact of World War I. Wars have tremendous impacts on people even after they are over. Complete the chart telling how the following groups in America were affected. Group: Effects: Women Men Farmers Factories 3. Write a news report on the Battle of the Bulge. Deliver it to the class as a radio report. 4. Assume you are President Wilson. Make a speech expressing your wishes for a just peace and your plans for the League of Nations. Another person can state the arguments why the United States shouldn't join the League.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Return to Isolation and Economic Collapse	2. Make logical estimations on the basis of available information. (SKILLS)			Chap. 23		1. Write a paragraph on the return to normalcy. 2. Debate the following issue which was a very prevalent feeling in the United States following World War I - Resolved: That Americans should think of America before they think of Europe. 3. Complete the skeleton outline entitled - The Roaring Twenties A. Women's Rights 1. 2. B. New Entertainments 1. 2. 3. C. Business Booms 1. 2. 3. 4. 4. Compare and contrast the optimism of the 1920's to the pessimism of the 1930's. 5. People were on the move during these years. Compare the populations in 1930 and 1980 of the following cities: Pittsburg, New York, Philadelphia, Boston, Trenton, Detroit, Chicago, Oklahoma City, Houston, Tucson, Los Angeles, and San Francisco.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
C. Return to Isolation and Economic Collapse (cont)						6. New Deal Programs: a. Write a short summary of any three New Deal programs. Then respond to the following: (1) Before the Great Depression, how did most Americans think they could solve their economic problems? (2) Why was the New Deal necessary? (3) How did World War II help end the Depression?

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
D. World War II and World Policeman	3. Know how cultures tend to import existing values to all members of society through institutions and practices. (PSYCHOLOGY) 4. Analyze the relationship between physical maturation and peer pressures. (PSYCHOLOGY)			Chap. 24		1. World War II in Europe. Develop a key for a map which shows: Axis control, Allies control, and neutral countries. Shade in Europe showing which countries were controlled by which group. 2. Imagine it is 1942. Pearl Harbor has recently been bombed and America and Japan are at war. You are a Japanese American who has been moved to a relocation camp. You are permitted to write one letter to your best friends, one an Italian American, the other, a German American. The United States is also at war with Italy and Germany but your two friends are not in relocation camps. Tell your friends the problems you face in the camp and how you feel about how your life has been changed. 3. Your family has been receiving letters from relatives in Czechoslovakia which have described events since a large portion of that country has been annexed by Germany. They wonder why the United States remains uninvolved and seems unconcerned. Congress has just declared war on Japan and the other Axis powers. Write a letter telling why you feel our government finally decided it had to enter the growing conflict. 4. Two Sides of the Cold War. Compare and contrast the major differences between the two opponents in the Cold War: democracy and communism.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
D. World War II (cont.)						5. Debate. Resolved: That the United Nations remains a strong detering organization in the Nuclear Age.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. Changes in Modern U.S. Society 1. Civil rights 2. Education 3. Science and technology	5. Identify the roles of various persons in helping professions. (PSYCHOLOGY) 6. Analyze the various roles of persons in local, state, and national groups. (SOCIOLOGY) 7. Analyze the need for social institutions in providing safety, security, and order for the general welfare. (SOCIOLOGY) 8. Describe the impact of the Civil Rights movement. (ANTHROPOLOGY) 9. Select and present current events from various media. (HISTORY) 10. Be aware of government agencies which serve special needs groups. (SOCIOLOGY) 11. Identify the influence of the arts of all cultures in American society. (ANTHROPOLOGY)					1. Several persons not previously associated with education now have important roles. Other new positions have been created and are found in most education organizations. See how many of these people you can meet and interview them about their job. (Media specialist, nurse, psychologist, social worker, elementary counselor, learning disabilities teacher, reading improvement specialist.) 2. Civil Rights - List the following events in the struggle of Black Americans in chronological order and date them. Add a sentence to each describing its impact on the Civil Rights movement. a.) Voting rights act b.) Supreme Court rules separate is equal c.) Supreme Court backs the bus boycott d.) Civil Rights Act e.) Martin Luther King, Jr. is killed f.) Montgomery bus boycott g.) Supreme Court rules separate is not equal h.) March on Washington. 3. Select and present current events found in various media to have a panel discussion describing how the women's liberation movement has changed the lives of many women in America and of the role of women in the family and marriage.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. Changes (cont.)						4. Identify the role of the following agencies and how they serve special needs groups: Civil Aeronautics Board, Food and Drug Administration, Environmental Protection Agency, Civil Rights Commission, Vista-Peace Corps. How many other agencies can you find which are helping agencies? 5. Walls of respect (large murals of persons, places, and events depicting ethnic pride) are frequently found in U.S. cities. What statement might such murals be making and might they influence members of other ethnic groups who view them? 5. Find out what your community is doing to prevent or control air and water pollution. 6. America is using its natural resources at an incredible rate. Brainstorm with the class what can be done locally to conserve natural resources. Introduce developments in science and technology which might open some alternatives or other resources.

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. Changes (cont.)	*Note: Economics is not specifically covered in texts at the Fifth Grade level. However, if possible through other projects, you might instruct for the following objectives: 1. Know the function of money. (ECONOMICS) 2. Know about taxes at local, state, and national levels. (ECONOMICS) 3. Demonstrate the ability to use and balance a check book. (ECONOMICS) 4. Know techniques of personal endorsement in advertising. (ECONOMICS) 5. Define economic terms (i.e., bank terms, etc.). (ECONOMICS) 6. Describe the concept of buying on credit. (ECONOMICS) 7. Define scarcity, geographic and occupational specialization, and the market. (ECONOMICS) 8. Give examples of technology, money, transportation, land, labor, and capital in the content of the market system. (ECONOMICS)					

88

89

Grade Level: 5

Marking Period: 4

Suggested Time Frame: 9 Weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER BURDETT	ACTIVITIES
E. Changes (cont.)	9. Explain how the market determines the goods and services to be produced. (ECONOMICS)					
	10. List media sources where advertising is found. (ECONOMICS)					

BEST COPY AVAILABLE

Department of Defense Dependents Schools
(DoDDS)

2461 Eisenhower Avenue
Alexandria, Virginia 22331